

# Childminder Report

**Inspection date**

19 May 2015

Previous inspection date

3 December 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder has a thorough understanding of how to implement the requirements of the Early Years Foundation Stage in order to effectively promote children's well-being and learning.
- The childminder has a good knowledge of how to recognise and manage any safeguarding concerns she may have about children in order to protect their welfare.
- Children behave well because the childminder implements consistent boundaries, while praising their successes, so that children learn the social skills and attitudes needed to be ready for school.
- The childminder demonstrates good teaching skills and uses robust assessments of children's progress to inform comprehensive planning for their next steps in learning. Children make good progress as a result, in readiness for school.
- Parents are encouraged to share information about what they notice about their children's learning in order to support the childminder's planning. The childminder also provides practical ways for parents to contribute to their children's learning.
- The childminder demonstrates a high level of commitment to enhancing her knowledge and teaching skills by regularly undertaking training.

### It is not yet outstanding because:

- The childminder does not take all opportunities to adapt activities so that children under three years old can fully explore materials, and what they can do with them, at their own pace.
- The childminder does not make the maximum use of snack times to help children take responsibility for age-appropriate tasks.

## What the setting needs to do to improve further

**To further improve the quality of the early years provision the provider should:**

- enhance the ways in which activities are adapted for children under three years old to consistently enable them to explore and revisit any materials needed at their own pace
- extend the opportunities for children to enhance their independence skills and their experiences of helping others by making greater use of snack and mealtimes.

## Inspection activities

- The inspector observed activities on the childminding premises.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises, as well as evidence of her qualifications.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documents including policies and procedures.

## Inspector

Jennifer Kennaugh

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder provides a broad range of activities, resources and outings which cover all areas of learning in order to promote children's progress effectively. She uses what she knows about children's interests to motivate them in their learning. For example, she uses children's interest in plants and growing to provide role play about a florist shop and encourages children to count flowers that match the numbers on flower pots. This supports their learning about numbers. Pre-school age children enjoy scooping compost into pots before planting the seedlings they have chosen with the childminder at a garden centre. The childminder asks children about what the plants will need to thrive, to test their learning about the natural world. However, she does not enhance her planning for this activity by incorporating greater scope for children under three years to be able to explore the compost, rather than use it for a set task. This lessens the impact of the activity on their learning, because they are not able to revisit the material as they choose. The childminder makes highly effective use of displays of text, to teach children the names of letters and the sounds that they make. As a result, children under three years can confidently name most letters in the alphabet and also say some words that begin with their sounds.

### **The contribution of the early years provision to the well-being of children is good**

The childminder provides a safe, secure and reassuring environment which enables children to develop confidence. She works effectively with parents to support their children's well-being, such as by undertaking training in order to support children's health needs. The childminder provides healthy meals and snacks so that children learn about the foods that contribute to a balanced lifestyle. Children also grow fruits and vegetables so that they learn where some foods come from. The childminder encourages children to learn the importance of helping others, such as by helping to tidy up toys. She also encourages children to develop self-help skills, such as by finding their coats and putting them on unaided. However, she does not make use of all routines for enhancing children's independence. For example, at snack and mealtimes children have little opportunity to help prepare the food or lay the table. Children are taken to local playgrounds so that they enjoy daily outdoor exercise and test their coordination, such as by climbing or balancing.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder evaluates her provision effectively in order to bring about continuous improvement in practice. She identifies areas where she can make changes in order to enhance her teaching, such as after attending training on supporting children's development in mathematics. The childminder makes good use of her qualification at level 3, as well as over thirty years' experience in childcare, to maintain high standards of provision. Risk is managed well in order to minimise the possibility of accidents and the childminder maintains all required records, documents and qualifications. For example, parents must provide written permission for medicines to be given to their children.

## Setting details

<b>Unique reference number</b>	307353
<b>Local authority</b>	Salford
<b>Inspection number</b>	867738
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 December 2009
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in the Irlam O' the Heights area of Salford, Greater Manchester. The childminding provision operates from 8am to 6pm on weekdays all year round, apart from bank holidays and personal holidays. The childminder is qualified to level 3 in childcare.

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